

VOLUME IV

The

NUMBER 7

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



DECEMBER, 1923



A Yuletide Vision

They tell us that economics cannot change our human nature. *That is the great duty and service of science—to change human nature.* Scientific men have to collect a band of disciples and make a new world. As far as I can gather from a long connection with boys, the only scientific quality which is constant is inertia in response to change. The actual change itself, when it has arrived, no one objects to, and every one says, "Why didn't we do that before?" Scientific workers rarely have their opportunity in industry. To have their full opportunity they are to set forth in the spirit of the Great Master to found a new kingdom: not to manage industry by the standards and values of the present, but to transform them. And they must do what our Master Himself did—collect a faithful band of disciples imbued with the same belief. I know it is freely said that scientific men cannot do this thing. *They can, if only they are true to themselves and their vision; they can absolutely change the whole system under which industry is worked, and change the world to their ideals.*—Sanderson of Oundle's Last Speech: H. G. Wells.

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Official Organ of the Alberta Teachers' Alliance, Inc.
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No. 7

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Official Announcements

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	A.T.A.	Magazine	
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N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the "A.T.A. Magazine" is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire year. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

CONTRACTS—TEACHERS ACCEPTING NEW POSITIONS

A recent judgment of the Alberta Appeal Court shows that a secretary-treasurer of a school board cannot be delegated to make arrangements for appointing a teacher except the school board has by resolution at a regular or special meeting specifically appointed the particular teacher. If a teacher receives a letter from a school board accepting him as teacher it is necessary that there be a guarantee given that a resolution such as referred to above has been formally passed by the board; otherwise the teacher has no hold on the school board nor any of the members or officials thereof. The contract MUST be signed before the teacher commences duties.

REPORTS OF LOCAL ALLIANCE MEETINGS, ETC.

The A.T.A. Magazine does not contain sufficient Alliance news. This complaint is frequently made. The fault, however, is not due to the management, but to the fact that the Editor and others responsible for collecting material for the Magazine are not given the necessary support by the Locals. If a Press Correspondent has not been appointed by your Local, the Secretary or President should send in reports of Local Alliance Meetings, School Fairs, Items of Personal Interest—to members, new appointments, marriages of members, deaths of members, etc., Reports of Conventions and Institutes, and all other items of local educational interest. These reports are really DESIRED, and persons sending same will receive the sincere thanks of the Provincial Executive.

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having received advice previously. Several cases have recently been brought to our notice where teachers have been stampeded into action—have even resigned—thereby rendering it impossible for the Alliance to be of assistance.

If a member in difficulties is a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Central body. Local organizations should function wherever possible.

If a Member at Large, a letter, telegram or long distance phone call will be promptly attended to, and the necessary advice tendered. (Phone Number 31583, Edmonton.)

LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together TEACHERS in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If Headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. MAKE SURE OF ONE WHERE YOU ARE. Don't leave it to "George" to do it. Do your "bit."

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Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

Local News

CALGARY HIGH

The first of the series of lectures was delivered to the High School Teachers' Alliance and their friends at a luncheon in the Board of Trade Rooms on Saturday, November 10, at 12:30. The speaker, Professor Burt, gave a particularly interesting discourse on the "League of Nations," and explained to the interested hearers the method of representation and the power of veto. A misconception in this regard was cleared up and the usefulness of the League was illustrated by striking examples from its operation within the past two years. The security of a world peace can only be had by the methods adopted by the League, and before Professor Burt had completed the lecture the audience were of his opinion that the League has justified its existence and deserves the support of the nations of the world. Several of the audience voiced their appreciation of Professor Burt's address and the course of lectures has received a good start.

The High School Teachers' Alliance are working in conjunction with the Board of Trade in bringing these lectures to Calgary and it is planned to have one Professor here each month covering a range of subjects, and the following list has been selected:

December 8.—Prof. McPhee: "Some Problems in High School Administration."

January 26.—Prof. Stansfield: "What You Can Do With Coal."

February 23.—President Tory: Subjects will be announced later.

March 22.—Dean Doyle: Subjects will be announced later.

April 26.—A. E. Ottewell: "Assimilation of Alien Races in Canada."

CALGARY PUBLIC

The Calgary Public School Local of the Alberta Teachers' Alliance held their Monthly General Meeting at McDougall School at 8:30 p.m. on November 16. After the general routine business, the teachers had a real treat from two of their own members who spent last year in England. These two members, were the Misses Sheppy and Robertson. They gave two very delightfully interesting talks about their experiences

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E. TROWBRIDGE,
Deputy Provincial Secretary.

in England and their trips to the continent.

Every teacher present benefited greatly by the facts presented by these two teachers. The only regret of those present was that the time was too short to allow of a full description being given.

Mrs. McLachlan rendered a delightful solo which was appreciated by those present.

The meeting closed with the singing of "God Save the King."

NORDEGG

An A.T.A. Local has been formed in Nordegg for the first time. All the teachers on the staff are members and at the two meetings already held there has been a 100 per cent. attendance. At the first meeting, held on the last Friday in September, the following officers were elected: President, Mr. I. S. Reeds; Sec.-Treas., Miss R. C. McLaughlin.

A new room was opened in the Nordegg school in October. Miss A. Wood, B.A., of Hardisty, is now in charge of Grades VI. and VII.

Correspondence

Loyalist, Alberta, Nov. 9th, 1923.

The Editor, A.T.A. Magazine.

Dear Sir:—

I read with interest the article reprinted from "The Times Educational Supplement" in which the British Universities were adversely criticised and the American Universities lauded, so I hope that you will give me a little space to reply to some very obvious fallacies.

In the first place, I admit that when a student embarks on a university course, he is thrown upon his own resources. One professor was frank enough to say: "You have two courses open to you. You can either work and attend lectures, or slack and cut lectures. It is immaterial to me which you do. I do not care whether you pass or not, but, if you do your duty, I shall take an interest in you and I shall do my best for you, and we will now see how much power the University College professor really has."

I have in mind the case of a naturally brilliant student who disobeyed the above warning with the result, that when the final degree examinations were announced, he was credited with Third Class Honors. Very naturally he saw the professor about it and the latter told him: "The External Examiner wanted to give you a First but I told him you deserved only a Third."

Surely this is the case in every university. The University of Alberta, I understand, would treat its students in the same manner. It exercises some supervision outside college for the good of its students.

Another remark that appears to me to be ridiculous is, that an American University can tell at a glance what fraction of a degree Jones has. The University of Wales keeps an account of the success of its students in the University Registry, and enacts that a certain number of courses must be passed every year to make up an academic year. Thus if a student is one course short, the year is wasted. Thus when the examination results are announced, the registrar takes a record of the exams passed, and a list of his academic standing is issued to each student. Thus he can tell whether he has 4-9ths, 7-9ths or 10-9ths of a degree, that is 1 1-9th of a degree.

I should like to add that before a student is al-

lowed to sit an university examination, he must first obtain a card from his professor stating that "he has diligently attended and duly profited by the course."

In conclusion I may state that there is a large amount of unemployment in the teaching profession in England, and the article printed in the A.T.A. may be a little propaganda work to stop students entering college, as the position will not be materially improved until 1925.

I beg to remain, yours faithfully,

IVOR H. JOHN, B.A. (Wales).

Analecta

THE TEACHERS' CONFERENCE

The Canadian Teachers' Federation, which has been holding its annual convention in Montreal during last week, has discussed many items of outstanding interest to the profession. The present conference has been completely representative of the Dominion, and a carefully-drawn table of agenda has been handled with celerity and discussed in a thoroughly helpful way, the varying expressions of opinion being particularly welcome at this era, when new ideas and a new spirit of energy are at work throughout the educational world. The feeling nowadays is widespread that education is almost more vital than anything else. The growth of interest and enthusiasm in this direction is a social phenomenon as salutary as it is impressive, and it is among the many misfortunes of the post-war time that this has coincided with a crisis in all forms of public finance which has to some extent impeded the efforts of educational authorities to keep pace with the new requirements that have arisen. Much, nevertheless, has been done; new and striking developments in educational system have been initiated; new theories and new possibilities have come into view and demand examination. The conference in Montreal has had much to occupy it during its sessions in the advancement of, not only the teachers' interests, but in the furtherance of the policy of education generally, while it has afforded the opportunity for personal contact and sympathy between citizens of various parts of the Dominion in whose power it is to fortify and maintain, by peculiarly effective means, the spirit of that citizenship among their own congregations of the youth of the country.

The future of Canada is, after all, in a special sense committed to the hands of those who direct educational policy, and that relations of good feeling and esteem should be created among them is not the least useful result of such gatherings as the teachers convention. The teachers' propaganda confirms Carlyle's definition of genius as the capacity for taking pains—and we might add that it is the capacity for taking pains that stands between mediocrity and genius. A learned authority the other day, speaking of success in teaching, said that under wise teachers, children who before saw education as a cut and dried compulsory affair of dull facts and duller figures, have seen it take on color and meaning until it has become to them a living thing fraught with all the significance of life. They have learned that education is not alone the absorption of a textbook, but much more an interpretation of the spirit of study. If this can be said without undue exaggeration in regard to any teacher of young people—it shows that his price is above

The A.T.A. Bureau of Education

The outlook for our Bureau is **most encouraging**. On November 1st we had more than \$11,000 worth of contracts on our books, and over 400 enrolments. Our greatest difficulty is to supply the lessons fast enough to keep pace with the demand. Our staff has been doubled, thereby greatly increasing the cost of production, and still our office is overworked. We have **six salesmen** in our employ, and have already extended our field into British Columbia and Saskatchewan. We have, however, an obligation to our instructors of about \$5,000, and we therefore need the support of all the teachers of the province. Please note the following points:—

1. While we do not handle textbooks directly we can fill special orders for any text upon the receipt of the last price. This applies particularly to the new texts of Grade IX.
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Address All Communications to

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10012 102nd Street, Phone 23162

Edmonton

Teachers and Subscribers, Attention!

Edmonton, October 20th, 1923

Dear Sir or Madam:

The A.T.A. Magazine has been instituted by the Alberta Teachers' Alliance to serve as an Official Organ, and also to serve as a medium of publicity for such matters as are of interest to the teachers of the Province, from the professional point of view. In order to make this Magazine really worth while from the teachers' standpoint, it is necessary to have a good supply of articles dealing with the problems and difficulties of the profession in Alberta. Moreover, the most up-to-date information in regard to educational developments and procedures should receive considerable attention. The management of the Magazine, however, finds that the teachers of the Province do not take as much interest in keeping up the tone and quality of the Magazine as is desirable if the Editor is not to make too much use of his scissors and glue-pot. During the last few months it has been found necessary to make up the contents of the issue, to a great extent, by clipping articles from other educational periodicals. This of course produces a Magazine, but it is hardly the type of Magazine which the Executive of the A.T.A. had in mind when beginning the project. A further difficulty arises from the fact that, although the Magazine has so far paid its way financially, there is not a sufficient surplus to enable the management to pay contributors for articles which they submit.

In view of these facts we feel justified in sending out to the teachers of the Province an appeal to support the Magazine by making contributions at stated periods. Copy for the Magazine has to be in the hands of the Printers on the last day of the month preceding the issue in which such copy is to appear. We therefore take the liberty of asking you to pledge yourself to send us in during the course of the year at least one article which would be suitable for publication. In the space below, the subject of the article should be indicated, and also the date at which the management can rely upon receiving it. If the Teachers of the Province respond to this appeal it will enable us to have a sufficient supply of copy suitable for publication from month to month, and to enhance very considerably the quality and value of the A.T.A. Magazine.

It will not be necessary that all of the articles promised should be ready during the Fall months. We should be glad to receive promises of articles for the Spring issues. All that we want is an assurance regarding the nature of the article and the date, either this Fall or next Spring, when we may count on receiving it.

Faithfully yours,
The Editor.

Editor,

A.T.A. Magazine.

Sir:

I promise to send you articles on the subjects named below at the dates indicated:—

Subject of Article.

Date.

Signed

PRIZE OFFER

For each of the next four months, beginning with the December issue, we offer a prize of

Ten Dollars

for the best article submitted for publication in the **A.T.A. Magazine**. The following conditions are imposed:

1. No contestant is eligible for a prize who is not a teacher actively engaged in teaching.
2. No contestant is eligible for a prize who is a member of the School Staff of Edmonton, Calgary, Lethbridge or Medicine Hat.
3. Articles must be signed by the author, whose correct post-office address must be subscribed.
4. All MS must be plainly written and properly punctuated.
5. Every article must deal with some topic or problem of real and practical interest to the teaching profession of Alberta.
6. Articles must not be shorter than 1,500 words nor longer than 3,500 words.
7. The prize-winning article is to be selected each month by the Editor, whose judgment shall be final.
8. All articles must reach the Editor's hands not later than the 25th day of the month preceding the issue in which they are intended to appear.

Rural teachers, and teachers in our towns and smaller cities, can do something practical to help our Magazine by making entries for this contest. What interests them will interest all.

rubies. It ought to be a thing to desperately and wholeheartedly encourage.

If a teacher has the gift of stirring youthful minds to unaccustomed energies and wider outlooks, many personal shortcomings ought to be forgiven him for the sake of this one vital quality. This does not mean that he should be entrusted with work for which he is unfitted. A born teacher may be only a fumbler as an administrator. He may know how to educate a particular set of boys, but may be wholly incompetent to draw up a balanced scheme of courses for a whole educational institution. But a teacher should have free scope in his heaven-directed authority. The word "inspirational" has become offensive through all kinds of misuse, but there is such a thing as a talent for inspiring eager youth, and when any teacher possesses it he should be thought of as himself a precious possession. Only let him not deceive himself into thinking that because he can do well the one thing essential he can do all other things perfectly. If some schools and colleges were as wise as the Catholic Church or the Jesuits they would find a way in which the special graces and aptitudes of any given teacher could be given free rein, without being allowed to hamper and thwart other workers or to bring quarrels into a company of which the very breath of life is co-operation and peace. It is the business of educators to make sure, as far as possible, that there cannot be any unnecessary ignorance among the young and rising generation. Sir Henry Newbolt, if our memory serves us rightly, ventured to remind a Toronto audience that teaching of the classics should be deferred until young people understood their own language and education. We heartily concur, because we know that in some places this is a practice which has been attempted. Another fallacy is the "cramming" for examinations. "Cramming" is a fundamentally wrong conception of education which has been exposed again and again, and yet we keep noticing that many schools adhere to the practice of advertising their excellence by the success achieved by their pupils at public examinations. Most teachers who take education seriously are well aware that the students who have made the best use of their time, from the point of view of mind development, are by no means always those who have the knack of displaying all their goods in the shop window of an examination paper. The teachers were heartily welcomed to Montreal and we hope that the rich field for discussions that has been opened up to them will be productive of progressive educational development and new experiences which will prove of infinite value to them in the future, both individually and collectively. There is no subject more rich in promise for progress and unity among the people of Canada than that of education.—*Montreal Gazette*.

PLIGHT OF INTELLECTUAL WORKERS

The present plight of the intellectual worker in all parts of the world is discussed in an article by Signor Castrilli, of the Italian Ministry of Education, in the monthly review of the International Labor Office of the League of Nations. Before the war the growth in public and private wealth had encouraged the belief that hand in hand with the advance in general prosperity would go an indefinite expansion of the demand for intellectual workers. But the consequences of the war have completely reversed the prospects. According to this writer, in some countries it is a common occurrence to find artists and members of the liberal professions turning to manual work in order to avoid

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actual starvation. It is even commoner to find persons with high intellectual qualifications taking up work for which a very much lower standard would suffice. Even in the prosperous United States the economic position of the intellectual worker is not so markedly superior to that of the manual worker. In Germany 60,000 out of approximately 100,000 work in factories and on the land during the vacation and in their free time. This work is largely arranged by an organization founded for that purpose by the students themselves. In France, Italy, and many other countries, public authorities are actively assisting necessitous students.

Up to the present, however, these difficulties do not seem to have discouraged the younger generation from taking up studies which may open the way to an intellectual career. A comparison of the number of students of Italian universities in law, science, arts, and medicine in the sessions 1913-14 and 1921-22 shows an increase from slightly over 24,000 to nearly 40,000. In about the same period the number of students in Germany increased by more than 70 per cent., in spite of territorial losses, while the numbers in Great Britain were doubled. In the United States, the increase is very striking. Twenty years ago there were rather more than 100,000 students; in 1910 there were nearly 200,000, in 1918 300,000, and now the number is close on 400,000.

Signor Castrilli discusses at some length the measures which have been taken in certain countries to provide employment for intellectual workers. He insists on the importance of the inquiry into the conditions of intellectual workers in various countries, at present being undertaken by the Committee on Intellectual Co-operation of the League of Nations. In this way governments and others will have at their disposal facts on which to base a better distribution of the world's supply of intellectual workers in accordance with the world's needs.—*London Times' Educational Supplement.*

THE COST OF EDUCATION

The need for economy to be exercised at the present time in the administration of all public affairs is as naturally conceived as is the caution taken to shut the door in the teeth of the biting north wind. Much contention for a measured and scientific adjustment of municipal errors in the past is being urged throughout the west, and though this is a clamor to lock the stable door after the people who are now shouting had let the horse get out, the voice of reason is being heard before it be too late to mend what damage has been inflicted. The demands for the changes to be effected take many forms; but they always can be epitomised in the sharp retort that economy must be practised. But it takes knowledge to know where to apply economy, just as it takes knowledge for the surgeon to know where to incise the lancet. Municipal ailments are not dissimilar from those of the individual, in that they require scientific treatment if they are to be cured without first effecting the death of the patient. Economy is a panacea only if made the habit of a community; it is not of itself any panacea which can be applied, like some lotion to a fevered body, to remove the growths of mismanagement. Yet many regard it as such. They are out for a mandatory cutting down in all departments of the public service. Each complainant of a state which certainly stands in critical need of the most urgent professional care has his or her favorite object of attack. These attacks appear to be

levelled against education more often than against any other public service being offered through provincial and municipal agencies. More consideration should be given to what may be a most ill-advised demand. The errors of ignorance committed in the past should not be repeated in a ruthless cutting down of a service essential to the future development of this country. The cardinal point in this respect is succinctly set forth by the Yorkton Press. It pleads, "Don't cut education," and says:

"A leading authority on municipal management in the west says that western towns, in order to avoid bankruptcy must make a drastic cut in expenses, especially upon education. The first part of his statement may be true, but surely municipal authorities take a very narrow and shortsighted view, a view far removed from that of the fathers and mothers of the country, when they insist that education should first be cut. Let us eliminate all extravagance and waste, let us even deny ourselves comforts, but let us not sacrifice or impair the future chances of the next generation, the hope of a weary world."

But why, it may be asked by some, should we make these sacrifices? Because in the general and wider diffusion of a sound foundation of elementary education must depend the worth of the generations to whom will have to be intrusted the care of our country. Western Canadians may say with the Irish, as they say when their gifted and patriotic editor of the Irish Homestead speaks for them, "The one great natural resource we have to rely on is our brains. We believe the Irish (like the people of Western Canada) have great natural intelligence. It is their greatest asset if developed by education of the best kind. By education the Dutch and the Danes created a civilization, a culture and an envied prosperity on a poor soil or a soil that had to be won from the sea. If you ask them how the miracle was achieved, they will tell you it came about by education. The agricultural laborers in Denmark are highly educated in comparison with our well-to-do farmers. There are few who have not studied at the famous high schools. We have nothing to equal this widely diffused culture or technical competence in Ireland, and yet, ignorant boasters rise up at meetings and try to win votes by talking about economizing in education."

Possibly no other nation in the world has so generously expended of its means upon its educational system and methods as has the little population of Canada. What has been done for education in Western Canada has been a beacon light in the path of progress that is seen shining by every observant traveller who visits the country. There may be room, as most likely there is, for a re-adjustment in the educational systems, for a diversion of funds expended from one type of education to another; but no ill-conceived and hasty demand for a wholesale economy detrimental to the most vital service performed for the entire community of the west, should unguardedly be accepted as a panacea which is going to lighten taxes in the hope of rectifying mistakes made in entirely different directions in municipal administrations.

A classic essay, lately immortalized in type, is about frogs, and was written by a young Norwegian. The essay runs: "What a wonderful bird the frog are! When he stand he sit, almost. When he hop he fly, almost. He ain't got no sense, hardly. He ain't got no tail hardly, either, when he sit he sit on what he ain't got almost."

TWENTY-NINE NATIONS REPRESENTED IN STRATHCONA PUBLIC SCHOOL, B. C.

There are boys and girls in this school from nearly every country in Europe, North America, the Antipodes, and the Orient, with a sprinkling from Africa and South America—Japanese, 270; Chinese, 275; Italian, 90; Russian-Jew, Polish-Jewish, German, Jewish and Scotch-Jewish, 120; Russian, 30; Swedish, 15; Norwegian, 10; Danish, 8; German, 4; French, 5; French-Canadian, 2; Irish-Spanish, 4; Mexican, 6; Roumanian, 4; Negro, 5; Finnish, 10; Polish, 6; Czecho-Slovak, Ukrainian, 6; Serbian, 10; Greek, 12; Hindoo, 2; Syrian, 4; Gypsies, 6; (away in the spring); Ruthenian, 4; Austrian, 1; Newfoundland, 1; Belgian, 4; Indian, 2; Dutch, 1; New Zealand, 6; Australian, 6; American, 30; Irish, 10; Scotch, 20; English, 40; Canadian, 60.

A Bright Boy

A Polish boy, Abe Chareow, came with no knowledge of our language. He was as bright as a dollar. A boy of 13, he started in the receiving class and he finished the year at the head of his class in Grade 6, an officer in the cadets and a prospective member of the baseball team. He was a real Canadian when he quit.

Oriental Children Take the Lead

Oriental children are very bright in school, according to both Mr. Brown's and Miss Johnson's reports. They hold their own well in class work and intelligence. An English girl lead the school in the intelligence test with a Chinese girl a close second.

"So far as cleanliness and deportment are concerned," said Mr. Brown, "the Orientals are above reproach, on the whole. They study hard. They are polite, generous, refined, dignified. The Oriental boys never grouch against a referee's decision. May Louie, 14, a Chinese girl, wrote the best essay in a school contest.

Russian-Jews lead in domestic science. Chinese excel in manual training. Gypsies "just sit in their seats." English, Italian and Irish children predominate in the two sub-normal classes of 14 members each. There is also a waiting list of below-normal pupils.

"Ninety per cent. of the delinquency is due to sub-normal or abnormal children," Mr. Brown said he had found out. Industrial slums produce the defective children."

The Melting Pot

Japanese boys lead in basketball and Chinese boys show a marked prowess in football. In a racial snow fight last winter Canadian born Orientals sided with the white children against the newcomers from China who had never seen snow before.

"The playground is the great melting pot," said Mr. Brown. "Children are democratic. Games are the best antidote for racial differences."

Musical talent is exhibited by many of the children, particularly those from Europe. Strathcona school has had a series of orchestras and Mr. Brown and his 30 teachers are planning another for next winter.

A man who would try to stab a ghost would stick at nothing.

"Live and learn" is a good maxim that is seldom lived up to successfully.

The average young man manages to squeeze a lot of enjoyment out of a dance.

A man never kicks if his name is misspelled in the police records of a newspaper.

Book Reviews

(M. R. C.)

There are two books which I should like to recommend to teachers of Grade IX. History. One is "Readings in Ancient History," by William Steams Davis, Professor of Ancient History in the University of Minnesota. It comes in two volumes, one, on the Oriental Nations and Greece; the other, on Rome. It is a compilation of carefully selected passages from original sources, dealing with the outstanding historical events of the times and setting forth in picturesque language the governmental systems and the social customs of the ancient people. It is excellent material to supplement the prescribed text-book, "The Early Peoples." Students enjoy hearing the passages read or reading them for themselves. It would add interest to the work if there could be in every school with a number of Grade IX. students, at least sufficient copies to supply one class. In smaller schools where there are only a few taking the course, it would be a great assistance to have even one copy available. Most of the passages selected are such as tend to fire the youthful imagination and give a meaning and reality to the events of the past. The following are some examples from the first volume: Selections from the Code of Hammuraki; A Babylonian Lawsuit Relating to a Jew; Clay Tablet Writing; The Great Triscription of Darius at Behistun; The Zoroastrian Story of the Judgment of the Soul; Zend-Avesta; the Homeric Assembly, The Dead; Olympia in the Days of Its Glory, Pausanias; Lyceugus' Reforms in Sparta, Plutarch; The Battle of Marathon, Herodotus; Anecdotes About Socrates, Diogenes Laertius; How Demosthenes Became an Orator, Plutarch; How Elephants Fought in Hellenistic Armies, Polybius.

The other book, "A Day in Old Athens," also by William Steams Davis, is a successful attempt to describe what a person would hear and see could he be translated to the fourth century B.C., and conducted about the streets and into the homes of ancient Athens. It gives an insight into the intimate life of the average Greek household. It takes you to school with a real appreciation of the education he receives. It initiates you into the wonders and mysteries of all the Greek festivals and ceremonies in honor of the gods. Then it leads you out to the rural districts and allows you to watch the farmers as they plow, reap and thresh, care for their flocks and garner the harvest from their olive orchards. The book will prove very interesting to Grade IX. students and an excellent assistance to the study of "Athens in the Age of Pericles" in Grade XI.

These books may be obtained from the Allyn Bacon Company, 1006 South Michigan Avenue, Chicago.

Statistics, gathered from measurements taken at numerous colleges, show that American women are growing taller, larger and healthier. The average woman, judged by these statistics, is an inch and a half taller than her sister of 25 years ago.

Athletics, freedom in the matter of clothing, better attention to hygiene, and activity in the open air, are given as the cause for the fact that women are growing taller and stronger.

A woman may be able to do her own housework, but she always has to get some other woman to help her keep a secret.

Editorial

A WORD TO OUR READERS

From time to time our columns have borrowed rather freely from American and British periodicals which make their appeal to the "intellectuals." We have so far made no acknowledgment of our debt; but at this season of the year, when teachers are renewing their subscriptions for periodicals and magazines, we offer the suggestion that the *New Republic*, the *Nation* (New York), and the *Bulletin of the American Federation of Teachers* be included in their lists. The first two periodicals are published weekly in New York City; the third is published twice a month at 327 South La Salle Street, Chicago. The *New Republic* has a genuine interest in education and a warm sympathy with the aims of teachers' organizations. During the past year its columns have been thrown open for the discussion of educational problems which grow out of intelligence rating. Following a debate between Walter Lippmann and Professor Terman on the validity and social implications of intelligence testing, came some very interesting discussion on the issue between the "hereditarians" and "environmentalists." Recently, H. G. Wells has contributed a series of articles sketching the life and creed of the great English schoolmaster, Sanderson of Oundle; and the issue of November 7th contains a supplementary symposium on "The High School." The *Nation* devotes rather more space to current literature and international relations and politics. Both these journals are ably edited, and are extremely well written. In our opinion, they ought to receive the support of those teachers who are thinking their way through our present-day social and economic problems.

The *A.F. of T. Bulletin* (\$1.00 a year) will help to keep Canadian teachers in touch with what is, in many respects, the world's most progressive teachers' organization.

THE SPHINX'S NEWEST RIDDLE

From all sides we hear it—the riddle of education; and solve it we must, or perish.

The first point in the problem is the expanding cost of education. In pre-war days when real estate speculation was at its height and prosperity came without effort there were few cities in Canada and the United States that did not spend lavishly on magnificent school buildings and costly equipment. The time of reckoning was staved off during the heyday of war inflation and profiteering; but now, at last, it seems to have arrived. Burdened with a huge war debt and with deflation losses, struggling in a mire of economic stagnation consequent upon chaos in Europe, our home markets glutted by over-production, and our elevators bursting with grain that barely yields the Western farmer his cost of production, we have to finance the steadily mounting cost of education in our elementary, secondary, industrial and technical schools.

What are the remedies proposed? "Broaden the basis of taxation," says one group. "No," objects another group, "that would merely be shifting the burden from the wealthy taxpayer, who can afford to pay, to the worker, who cannot afford to pay a larger tax. Why bleed the worker to fatten absentee land-

lords, and money-leeches in Montreal and New York?" Another group, composed mainly of laissez-faire liberals, proclaims grandiloquently the gladsome gospel of "Prosperity Redivivus"—a new prosperity, "just around the corner." Here we find much talk of immigration, and of the possibilities of developing our "magnificent natural resources," of oil wells and new industries. The main thing is to start a boom of some kind. If, on the eve of the boom, wages could be cut 25 per cent., the boom could be "put over" much more easily, of course. Then, when this new prosperity arrives, no one will grumble about paying taxes. Everyone will be so happy that even tax-paying will be a pleasant duty, and wages will no doubt quickly rise again. Still another group proposes to reduce taxation by the revenue derived from the sale of liquor. Thus we can drink ourselves out of debt, pay our taxes, and live happily ever afterwards. Then come the Farmers, who think we are spending too much money on education, but who, nevertheless, would be quite willing to enlarge the facilities for rural education, when once they have shaken off the grip of their economic overlords, and won their freedom through co-operative marketing. These views all agree in making education a merely local concern, and in treating it as a sort of by-product of industrial prosperity, as a laudable device for absorbing excess profits.

But this raises several subsidiary questions:

(1) Assuming that education is properly a function of the state, is this function general or local? Should education be financed by local taxation or by provincial taxation or by both?

(2) Does education rank as the most important function of the state? If so, ought not the cost of education to be made a first charge on the assets and revenue of the state?

(3) Have we any evidence to show that the money now being spent on education, both locally and provincially, is spent effectively and economically. Is there no waste through inefficient administration, lack of co-ordination and overlapping?

(4) Is it the considered judgment of the U.F.A. Government, or of the Municipal Finance Commission, or of our City School Boards, that any real economy can be effected by attempting to "take advantage of the law of supply and demand" through salary reductions?

The second point in the educational problem is reached when we raise the question of the intrinsic value of our present system of school instruction. Is the kind of education which our schools are giving really worth its cost?

President Pritchett of the Carnegie Foundation may be quoted as the spokesman for many who, though ardent advocates of state education, are frankly critical about the kind of education our schools are giving:

"In no country in the world does so large a proportion of the energy of the teaching profession devote itself to the tedious task of lifting ill-prepared children and youths through courses of study from which they gain little or no good."

This criticism is, of course, has been heard ever since schools were instituted. Perhaps, after all, the school room instruction is more or less futile and wrong. If, however, we attempt to make our education more practical by broadening and "enriching" the curriculum, President Pritchett is once more quite emphatic in his condemnation:

"The high school curriculum of today reminds one

of nothing so much as the extended bill of fare that one finds in a country hotel. Upon it are printed the names of all the dishes one could hope for in the most ambitious cuisine, and yet out of all these offerings one will find it difficult to secure a simple and wholesome meal."

His opinion of "technical" education is no higher:

"It is not too much to say that the vocational training offered in the high schools has so little of the sharp, accurate responsibility of the well-trained technician, and is so poorly related to the facts and circumstances of these vocations, that it is in great measure an educational farce."

We see, then, that a considerable body of people are disposed to the question of value of our school system as it now works; and since our elementary public schools depart least from the old curriculum of the "Three R.'s"—the "trivium of tool subjects," we may expect to find this criticism directed mainly against our High Schools, where the program is more extensive and the per capita cost is higher. The question, then, takes this form: Is a modern High School a kind of "kindergarten for adolescents"? Is High School education becoming a mere farce because of over-crowding, elective courses, vocational subjects, low standards of achievement, and too many extra-curricular activities?

Several answers are offered to this question. In the first place, professional educators, assuming that everything which exists, exists in a measurable quantity, have devised tests and scales for the purpose of measuring the results of school instruction, and the varying aptitudes of pupils in their school attainments. Norms of intelligence, or native ability, and of attainment and variability have been established and these norms and standards are taken as positive proof of the proposition that our High Schools are attempting to educate too many pupils of low intellectual calibre. Indeed, it is now generally accepted as fact that lack of intellectual endowment accounts for about 90 per cent. of the "failures" in our High Schools.

Many teachers, therefore, think that our academic High Schools should be made inaccessible to those who lack the ability required for formal study, and that pupils so debarred should be given a training suited to their needs and abilities at vocational and technical schools. Others, again, have grave doubts about the value of vocational training, as we have seen above. On account of its high per capita cost, this type of education is usually the first to suffer when the axe of retrenchment falls. It has not yet established itself as "real" education.

Clearly, we need a great deal of educational research before we can deal adequately with this High School problem. We must find definitive answers for questions such as the following before much progress can be made:

1. What is the cause of the congestion in our High Schools?
2. Is it clearly established that a pupil whose general intellectual rating, or I.Q., is low may nevertheless have some innate special abilities, or groups of such abilities? In other words, is intelligence "unifocal" or "multifocal"?
3. Is the "intelligence" which is tested by the intelligence test the result of heredity or environment or both?
4. Is the method of classroom instruction and com-

pulsory training valid? If human personality is to be developed by education, is mass training effective? If pupils are to be trained as individuals, should we not give more attention to some of the newer procedures, e.g., the Dalton "plan," the Howard "plan," etc.?

5. If education is not "training for life" but is life itself, why have two worlds, the world inside the classroom, and the world outside? Is it not true that this duplication is what really increases the cost of education beyond our ability to pay?

• • •
A recent editorial in the *New Republic* gives us as a reason for the over-crowding of our High Schools the desire of the masses to improve their social status by obtaining what is considered to be the mark of a preferred class. The writer continues:

It is clear that the chief derelictions of the high school are due to false standards of the community. The high school is the instrument of democracy in so far as it represents equal opportunity, but if that opportunity be merely to rise from an inferior class to a preferred one, then the conception of democracy itself is inadequate. True democracy would consist in raising classes to equality in common good. This change will not come until democracy is translated into industrial terms, until there is an increase of interest, of responsibility, of control, and consequently of recognition accruing to the men who work with their hands; until manual toil is not a social dereliction or a handicap to living the good life; until the hand-worker shall have the same rights under the administration of law and the same protection against the insolence of office as a member of the more fortunate classes. That the high school should itself be a powerful engine in bringing industrial society to this equilibrium is the lesson preached and illustrated by Sanderson of Oundle. Those who seek to make the school an outwork of the defence of present privilege and prejudice are condemning it to suffer, in common with other institutions, the evils of a society in which healthy progress is impeded and thwarted by the vested interest in things as they are.

• • •
The solution of our educational problems will require intelligent and sustained effort on the part of all who are working for social betterment, but of no class will greater effort be demanded than from the teachers. Dr. Henry Linville, President of the New York Teachers' Union, in a recent article points out this task:

The public schools of the country are drifting without convincing leadership, encumbered by the useless baggage of outworn or destructive custom. To save these social institutions from utter futility a thorough-going revaluation of the work and the purposes of public education must be undertaken. This cannot be done without recourse to new leadership, and to the process of tapping fresh springs of social intelligence.

The writer believes that the needed inspiration can come only by way of such a form of "industrial democracy" as may be developed among the teachers themselves. The conditions that favor the development of such a movement may be stated briefly. Teachers have learned in the process of striving to win elemental demands, like better salaries and adequate pension allowances, that they can secure protection by forming organizations, and making the fight.



A Message From The A. F. of T.

MRS. JOSEPHINE COLBY



The American Federation of Teachers has followed with keen sympathy your federation in the West and your subsequent federation of the teachers' organizations of all the Canadian provinces. Through the President of the Federation of the Teachers of the Western States, Mr. S. G. McLean, we first became acquainted with the activities of the teachers of British Columbia. Through the reading of the A.T.A. Magazine we at the central office in Chicago became acquainted with the policies and activities of the Alberta Teachers' Alliance, and to a limited extent with the policies of the Canadian Teachers' Federation. We are impressed by your apparent freedom from sectional isolation and local self-absorption. At the July meeting of the Executive Council of the American Federation of Teachers, at which your invitation to send a fraternal delegate to this meeting was read and discussed, our Secretary-Treasurer, Mr. Freeland G. Stecker, recommended in the following terms that such a delegate be sent: "I am convinced from all the evidence at hand that the Canadian Teachers' Federation is a genuine teachers' organization." Let me add to that, that we have not developed in the United States such remarkable co-operation, such general support of individual teachers in a particular difficulty. It therefore affords me a peculiar pleasure to bring you fraternal greetings from teachers in the United States—teachers from the North, South, East and West—who know something of your work and bid you go forward to yet greater achievements.

Matthew Arnold, in commenting upon the struggle of the various Protestant sects to maintain themselves, said that it often became necessary, in order to justify such separate existences, to emphasize non-essentials rather than essentials—to emphasize differences rather than likenesses. In speaking to you this afternoon I do not intend to do this. We are united in recognizing the child as the hope of the next and succeeding generations, and the teacher as the chief agent in assuring to the child his rights. Upon that common ground we have met.

In the United States we have, I believe, a more complicated situation to deal with than you have in Canada. I shall endeavor to show you some of the practical ways in which we have attempted to deal with that situation.

In order to build up a professional standard we are working for the single salary schedule, first proposed in 1917 by our locals in Washington, D.C. By the single salary schedule we mean that gradations in pay shall depend upon the educational qualifications of the teacher and shall apply alike throughout the elementary and secondary schools. The teacher of the first years of the public school course should be no less highly educated than the teacher in high school or junior college. The elementary school teacher who is as well equipped as the junior college teacher should be paid as well. Training and experience deserve compensation in the lower grades no less than in the upper grades. We believe that only as teachers themselves insist upon higher qualifications and recognition of such qualifications such a system as I have described will become operative. As a means to this end we advocate teacher participation in school administration. In order that such participation may be justifiable,

we restrict or attempt to restrict our membership to teachers of definite educational qualifications. No charter of the American Federation of Teachers can be granted to any local group of teachers unless three-fifths of them have had at least two years of training beyond the high school. We demand this qualification from our locals.

We believe that members of a profession should be protected in their right to hold their positions during satisfactory service. No profession will degrade its members to the status of the migratory worker. The American Federation of Teachers is therefore a strong advocate of tenure laws—laws which will prevent the entrance of the unfit into the teaching profession, will eliminate such of the unit as may have gotten into the schools, and will protect valuable teachers in rendering service under conditions which increase their value to the children and to the community. We therefore advocate the following cardinal principles:

1. The schools should be protected by a period of probation.
2. Removal should be for cause.
3. Causes for dismissal or dropping at the end of the school year should be defined in the code.
4. The teacher should have the right of a public hearing if he so desires and the right of legal counsel and stenographic record of the trial.

In order that highly qualified experts may not waste their energies and the public funds in doing work that may better be performed by clerks, we advocate the reduction to a minimum of clerical work to be performed by classroom teachers. In order that the valuable contribution of a highly qualified teacher may be continued and augmented we advocate the sabbatical year of leave on pay.

Above all, we emphasize the fact that members of a profession should shape their own professional standards, and that each local group should carry on its own survey of its own local conditions and needs.

While we are an organization of classroom teachers, it is possible under certain conditions for non-teaching principals and teachers having supervisory authority to become members of some of our locals.

Our program includes a definite policy of what we term Americanization—Americanization not only of the foreign-born but of the native-born. We believe in the fullest entrance of the teacher into civic life, the fullest exercise of the franchise. The teacher should enter politics. The teacher should understand the economic life, the industrial life, of his own and other countries. Otherwise we are but blind leaders of a struggle in the dark. The teacher must become a statesman and remain a teacher.

Because our program is an ambitious one we believe in high dues. In the larger cities our dues are ten dollars per year, and the per capita to the national organization ranges from ten cents for the more poorly paid to 40 cents for those whose salaries exceed \$3,500.

Our organization includes all types of teachers from the kindergarten to the university. The scope of our program demands that we have international contacts. We welcome this present opportunity of crossing a border line which among teachers should be regarded as it is, purely imaginary.—*The A. F. of T. Bulletin.*

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The Need for Teaching Peace Ideals

MRS. WILLIAM CARSON, Member of Calgary School Board

"Theirs not to reason why; theirs but to do and die." Such has been the watchword for soldiers engaged in racial or national war; not reason but heroism has been appealed to; and how nobly has that appeal been responded to. Hardship has been faced, torture has been endured, death has been encountered; all without a murmur. Perhaps it is on the battlefield that human heroism has reached its zenith.

In war between nations the greatest genius in generalship has been enlisted in directing army against army. Music and literature have stirred enthusiasm and excited to heroic effort on both sides. Art has glorified the struggle and science has perfected the instruments of destruction. So war has had free course in the civilization that we have built up, until now in this 20th century of the Christian era we are faced with the fact that either civilization must destroy war or war will destroy civilization.

It is a tortuous path that humanity has climbed in its struggle upward and many a quicksand has been ready to engulf it and on the brink of many an abyss has it stood. The most deadly enemies it has had to encounter have been those of its own creation.

The lack of vision is one of the most serious human limitations; the inability to perceive where certain acts and policies will lead to has brought about overwhelming catastrophe. "Where there is no vision the people perish." Humanity's tendency to stoné its prophets has always been its undoing. The great seers do not get the ear of the populace until the calamity they pointed out and would have averted has come and has wrought destruction. Despite warnings uttered by seers; such warnings as: "All they that take the sword shall perish with the sword"; we have nourished the War-God until it has grown to mammoth proportions. If we are to grapple successfully with this great modern Moloch we must first get the vision that Jesus of Nazareth and all the great lovers of our race have tried to keep before us—the brotherhood of humanity. We must break down the walls that separate men from men. Racial patriotism and national patriotism are only broken lights of the true patriotism—the patriotism of a common humanity: "For above all nations is Humanity." These broken lights of patriotism have been war breeding; have created hatreds and divisions; and the divisions have widened into chasms that will require our best ingenuity to bridge. The patriotism that does not appeal to reason must be abandoned and we must organize a world to prevent war and not to make war. The forces that made and encouraged the patriotism which divided humanity must now be enlisted and united in the great battle to save, cohere, coalesce and integrate humanity. Music and literature must be used to enthuse for peace and art must portray the glory and the beauty of concord and brotherhood, and science must be devoted to the conservation—not the destruction—of human life.

We must study the causes which have led to the present condition of human affairs. It is not sufficient to inculcate idealism; we must make it possible to put our ideals into practice. The world desires peace. Each nation, while going to war, deplores war, but at the same time seeks to justify it in the light of certain conditions. This indicates that nations are not

the masters of circumstances but the victims of them. So the circumstances or conditions must be changed. Today medical science is engaged in the study of conditions that make for health. It is understood in medical science that the observance of certain laws tends to health, and that the breaking of those laws tends to disease. It is no simple matter to understand and obey the laws which make for health; if it were, sickness and disease might soon be overcome. Although the laws which govern physical health are intricate and complex, still medical science is more and more revealing conditions that destroy health—that breed disease—and this knowledge is becoming more and more current.

Seeking for the root causes of the ills of society is one of the most striking features of our modern times. When formerly dealing with crime, society considered it had done its duty when the criminal was punished. Too often the punishment was beyond measure severe. But the humanitarian spirit is beginning to enter into the matter of dealing with criminals. As in medical science, the preventive is being stressed instead of the curative. A writer of today says:

"To cure is the voice of the past;
To prevent is the Divine whisper of today."

So in criminology the preventive—the corrective—is gradually superseding the punitive. The idea of human betterment is pushing aside the old idea of vengeance, and so attention is beginning to be directed to finding out the causes of crime rather than to wreaking vengeance on the criminal.

War—the most gigantic of all crimes—must be similarly treated. Both the intelligent and the humanitarian methods and designs are combining to search into the causes of war and seeking to remove those causes. Inflaming minds to hatred and vengeance accomplishes nothing good, but very much the reverse. Animosity begets animosity; the lower actuations and impulses must be conquered by the higher: "If thine enemy hunger, feed him; if he thirst, give him drink." If all facts were made clear we would cherish no vengeful feelings, for "to know all is to forgive all." The study of sociology dissipates antagonisms, for through the study of social science we arrive at an intelligent idea of the evolution of human society; we come to understand the causes of conditions. Through medical research we have arrived at some knowledge of how to build up physical health; the great organism of society is also built upon certain natural laws and our social ills are the result of divergence from them. In order to build up ideal conditions we must understand and obey those laws. Therefore sociology, or social science, should be the main theme in educational institutions.

The school is one of the chief factors in implanting ideals and in laying a basis for the code of ethics of the coming generation. The child mind readily imbibes sentiments that develop into principles which may afterwards govern the life. It is necessary then, that the views and sentiments imbibed by the child be such as will give the best direction to his life. The selection of literature taught in the schools has been too much tinged with the nationalistic and militaristic spirit. Too prevalently do our youth grow up with the idea

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that patriotism means magnifying one's own country unduly, and belittling another country. The history taught in our schools has been too nationalistic. We have not sufficiently aimed at teaching the idea of world citizenship. One of the chief objects of our schools must be to cultivate international good will. Education should not be limited by racial and national boundaries. The great philosophers, the great poets, the great scientists, do not labor for the enrichment of any one nation but for the enrichment of all.

All text-books, all courses of study, should be compiled with the international and universal in view. As moral character is demanded of those who teach in our schools and colleges, so also should be demanded a world brotherhood outlook.

It is a matter to be profoundly thankful for that in one of our most distinguished Canadian poets—Wilson MacDonald—we have a true apostle of the Brotherhood of Humanity. While entering into the spirit of his poems in our mental vision the walls dividing race and nation crumble and we see clasped hands forming a circle around the globe. Antagonisms and prejudices disappear and nothing but the kinship of humanity is seen. The sentiments expressed in the following stanzas from "A Song of Better Understanding," by Mr. MacDonald, should be radioed and re-echoed until all discordant notes have ceased and the music of universal goodwill prevails:—

"I sing this song that you may know me better;
That I may know thee better;
And that we two may burn our false idols
At the same altar.

I come first to you,
Young, inland mariner on a sea of flowing grapes,
In purple France;
Shaking the carved snow from my hardy shoulders
I come to you.
Long has my race, companioned by strong elements,
Misunderstood the liquid nature of your soul.
And you, with the same blindness as mine own,
Have called my silent Northmen cold and passionless.
Let us approach one another, comrade;
Look in mine eyes and I will look in thine;
And that fair light which falls when soul greets soul
Will be the first spark to arouse the fires
Which shall consume our idols.

Your people gave me to drink at the rare founts
Of Moliere, Hugo and Gounod.
My people renewed thy soul of art
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A thousand pleasures of the heart and eye
We owe each other.

Upward reaching toward the same white light
Have all our yearnings been.
Only have our idols blinded us through the long, sad
years.

Now the way is open;
Consume fires; flame fiercely;
For an idol does not burn readily,
And this can never be a Song of Better Understanding
Until all our false idols are translated into ashes.

Yesterday I said: "I will go kill a German:
"I hate Germans; I hate their diet: I hate their aggressiveness."

So I buckled on my sword and sought out a Teuton.
And soon I found one sitting by the roadside,
And his head was bent in an attitude of profound
thought.

Then I said: "Mine enemy, I have come to kill thee."
And he answered quietly: "I will let you slay me
"If you will permit my body to fall on the floor of
yonder chapel."

So we journeyed to the chapel and entered its solitude;
But as I prepared my sword he quoted unto me,
In the rich accents of his thoughtful tongue, a song of
Goethe.

His Goethe? My Goethe? Nay; Our Goethe? Yea.

And when I raised my sword I turned, savagely, and
slew

Not him, but one of mine idols—my false idols.
Then from the chapel organ a soft sound crept with
panther tread;

And through the windows of song passed, like a great
wind,

All the pent-up passions of the ages. "The Appassionata," I cried;

His Appassionata? Nay, My Appassionata? Nay; Our
Appassionata? Yea.

And I swung my sword more savagely than before, and
slew,

Not him, but all of mine idols—my false idols.

And when the last note had folded its head, like a tired
child,

In the arms of silence, leaving our hearts, like sea
beaches,

White and shining after the tempest has passed be-
yond,

Mine enemy and I sang together the greatest song of
man:

The Song of Better Understanding.

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Can Teaching Be Made a Profession?

MARY R. CRAWFORD, EDMONTON

Teaching a Real Profession! For four years that has been the slogan of the Alberta Teachers' Alliance, for four years we have had in this province one of the most active teachers' organizations in the Dominion of Canada, and yet professional status has not been achieved. The question is: Is it just a matter of time and effort; or is there some fundamental difference between the work of the teacher, and that of the lawyer, doctor or engineer, which puts professionalism for the former outside the realm of possibility?

It might be well at the outset to get clearly in mind what the term "profession" really means. During the past few days I have put to a number of my fellow workers, the question: "Why do you want teaching made a profession?" One answered: "Because a profession stands for self-determination"; another, "A profession guarantees protection by registration"; a third, "Because a professional man is an expert, he can do some one thing which no one outside of his profession can do." Then I turned to the Statutes of the Province of Alberta and I found those three ideas of technical expertise, registration and self-determination combined in each of the following: the Legal Profession Act, the Medical Profession Act, the Engineering Profession Act.

These acts provide for a system of registration whereby all persons recognized as satisfying certain requirements have their names entered on a record. These and these alone are permitted to practise law, medicine or engineering. What the qualifications for entrance to the professions shall be, is determined by committees democratically appointed from the professions themselves, in the case of medicine, the Medical Council; in the case of law, the Benches. Through these bodies examination standards for entrance to the professions in the province are raised or lowered and the conditions under which practitioners from other provinces may practice here are determined. To be recognized as professional by the Province of Alberta, then, one must be qualified to do something and collect fees therefor, which no one outside of the profession is qualified or permitted by law to do.

Judged by this standard, teaching in Alberta, or in Canada for that matter, has scarcely won even the first principle of professional status. We seem to be far from our objective. And yet, if we consider the situation more carefully, we shall be forced to admit that we are further on the way than it would seem at first glance. For the past four years we have had at the head of the Alberta Teachers' Alliance a body of officers who, through untiring energy and insistent optimism, have accomplished great things. They have organized the qualified teachers into a corporate association, and have enrolled in membership a higher percentage than any other teachers' organization in Canada, excepting British Columbia. They have obtained recognition for that body from the Provincial Government. They have gained representation on the Examinations board and the Curriculum Committee. They have made some slight progress in the matter of obtaining a better wage contract. They have raised the average salary in the province since 1914 by \$313. In short they have improved the status of the teachers of Alberta. This preliminary work had to be

done first. Teachers had to get a taste of economic protection before they could realize that it is only on a true economic basis that happiness and independence can be built; they had to obtain a slight voice in educational matters, to make them realize how little power they have; they had to be raised a little before they could appreciate the meanness of their state.

The preparatory work has been well done, the ground has been cleared for further action. We must move forward to safer ground and we must do it now; unless we do we are in serious danger of losing all that has been won in the last few strenuous years. At this time, it is from the great body of teachers that the urge should come; but, instead, what do we find? Inertia, on the part of the experienced, and indifference from those young in the work. Isn't it a little ridiculous that even yet the provincial officers and their supporters have to canvass for Alliance membership, not only those entering the profession, but even teachers of experience? I don't admit for a moment that teachers as individuals have a lesser capacity for group spirit than have the men in other professions. The difference lies in the fact that professional spirit has been developed among lawyers and doctors by means of legislation. Do the teachers of Alberta know that in the professions fees are set by the Council, are compulsory on all registered under the act, and are in the case of the Medical Profession, "recoverable with the costs of the suit in the name of the College." That must be our next objective—legislation.

Let us storm the strongholds of the government and have placed on the Statutes of the Province of Alberta an Educational Profession Act which will provide for the following things: First, registration of all who have fulfilled the academic and professional requirements of a teacher; second, the making it illegal for anyone not so registered and licensed to conduct school in the Province of Alberta. Storms of protest from the permit teachers! They claim on the authority of reputable inspectors that they teach as well as or better than many duly qualified teachers. No one disputes that. There is many a grandmother in the Province of Alberta who knows more about babies than some inexperienced medical practitioners. The law gives them an opportunity for service by the clause, "Nothing in this Act shall prevent private persons from giving necessary medical or surgical aid in time of urgent need, provided such aid be given without hire, gain, or hope of reward." A similar clause might be inserted in the proposed Educational Act to make it possible for the province to avail itself of the services of those who are urged by patriotic motives to do educational work in the Province of Alberta. Of course, it will be argued that the government cannot refuse permits while there are not enough qualified teachers. My answer to that is: "There will never be enough qualified teachers so long as the government grants permits. People will not take up teaching seriously as a life work until they see hope of protection for it as a profession. There was a time in Alberta when doctors were so scarce that permits had to be granted. The Medical Act of today provides for "interim licenses" but with the proviso that "these shall continue in force only until the holding of the



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next ensuing examination for admission to practice, no period of extension to exceed one year." Even these limited licenses are in disuse today, because since the passing of the Medical Act there has been such an influx into the profession that though standards of entrance have been raised there are plenty of doctors.

The third principle to be provided for is the control of entrance to the profession by a council appointed from the teaching body itself. Since no one is more vitally concerned with the reputation of the profession than are the teachers themselves, no one is more likely than they to guard jealously the standards of entrance, and the public will reap the benefit of greater efficiency in the service.

This is the immediate need, a recognized professional qualification supported and protected by legislation, in other words professionalism in name. This will give teachers a new respect for themselves, will develop a group spirit and enthusiasm which will carry them on to the ultimate objective of real professionalism. To be really professional, teachers must be recognized as competent to speak with authority on something about which all outside the profession are laymen. The public recognize the authority of the medical and legal professions because they stand for highly academic achievement extending over a number of years, and the public sanctions protective legislation for those professions, because they consider that in protecting them, they protect themselves. Just so public respect must be won for the teacher, by raising the standard of entrance; for, no matter how many there may be of high standing in a profession, it is the minimum requirement, not the maximum achievement that determines the status of the body as a whole. The government hasn't succeeded in achieving much along this line. Why, then should they not give us a chance?

It is in the Normal School, that is, the professional training that emphasis should be placed. The longer experienced the teacher, the poorer was his training in pedagogy. Most of us remember that year as the worst in our academic life, an utterly unprofitable bore. Normal Schools of the present day have a much keener appreciation of their functions, but the short term and the other more pressing demands leave little time for instruction in the science of how the mind works.

Educational psychology is just as much the peculiar sphere of research for the professional teacher as is anatomy for the medical doctor. Investigation in this field would give a meaning to the whole educational process, it would furnish the vital spark needed to arouse in teachers a respect for themselves as a people with a special function and a special fitness to perform it. A friend put the present position of the teacher very pointedly, when she said: "When people hear you are a teacher trust rises and interest diminishes." Precisely. One likes to be considered an interesting person. So, when summer comes and teachers travel about from place to place they consider it an achievement if they succeed in obliterating the earmarks of the profession, thereby concealing their identity. How often do you find a doctor or a lawyer hesitating to admit his chosen employment? Teachers don't yet believe in themselves and their work enough to compel the interest and admiration of an unwilling public, so they cling frantically to a dull respectability the public is pleased to accord and let it go at that. No amount of philosophy or argument will help matters; teachers have had that for years at conventions and everywhere else and conditions remain the same. What we need

now is something more powerful than mere talk.

The scheme I have put forward for improving the situation would, of course, meet with strong opposition, particularly from those who have a mere pocket-book interest in education. They will hasten to point out that the analogy to the medical and legal professions can never be complete because teachers are employees of public bodies, and should not be a closed corporation since the public cannot get the benefit of competition. That is true so far as the economic side of the question is concerned. Teachers once having learned the advantages of collective bargaining will never return to the old cut-throat competition of individual action which was responsible for lowering the salaries and keeping good men out of the profession. But I submit that competition can go on within the organization itself along lines of professional achievement, just as in the other professions, and the public will reap the benefit in precisely the same way. People have not the choice in the other professions, that thy imagine, for they are largely confined to the services of those practicing in their immediate vicinity. Competition is confined to the towns and cities. School Boards have the same opportunity of selection for the good teacher will always follow the good salary.

An Educational Profession Act can be justified even on purely educational grounds. Anything which makes for the freedom, independence and initiative of the teacher advances education as a whole. There has been better teaching in Alberta since the organization of the A.T.A. There will be still better teaching when the work is recognized as being on a basis of equality with the other professions. The Medical Act was an excellent thing for health in Alberta; it was also a fine thing for the doctors. Just so, similar legislation would be at once, a splendid thing for education in Alberta and a blessing to the teacher. In a case like this where our interests and our principles coincide we should have no compunction about coming out boldly, telling the public what we want, and staying with it until we get it. I do not claim to have said the last word on how this shall be done. I have merely tried to present the problem in hope that it may provoke discussion on what seems to me to be the question of the moment for teachers in Alberta.

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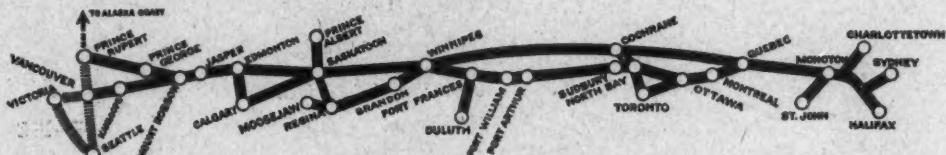
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